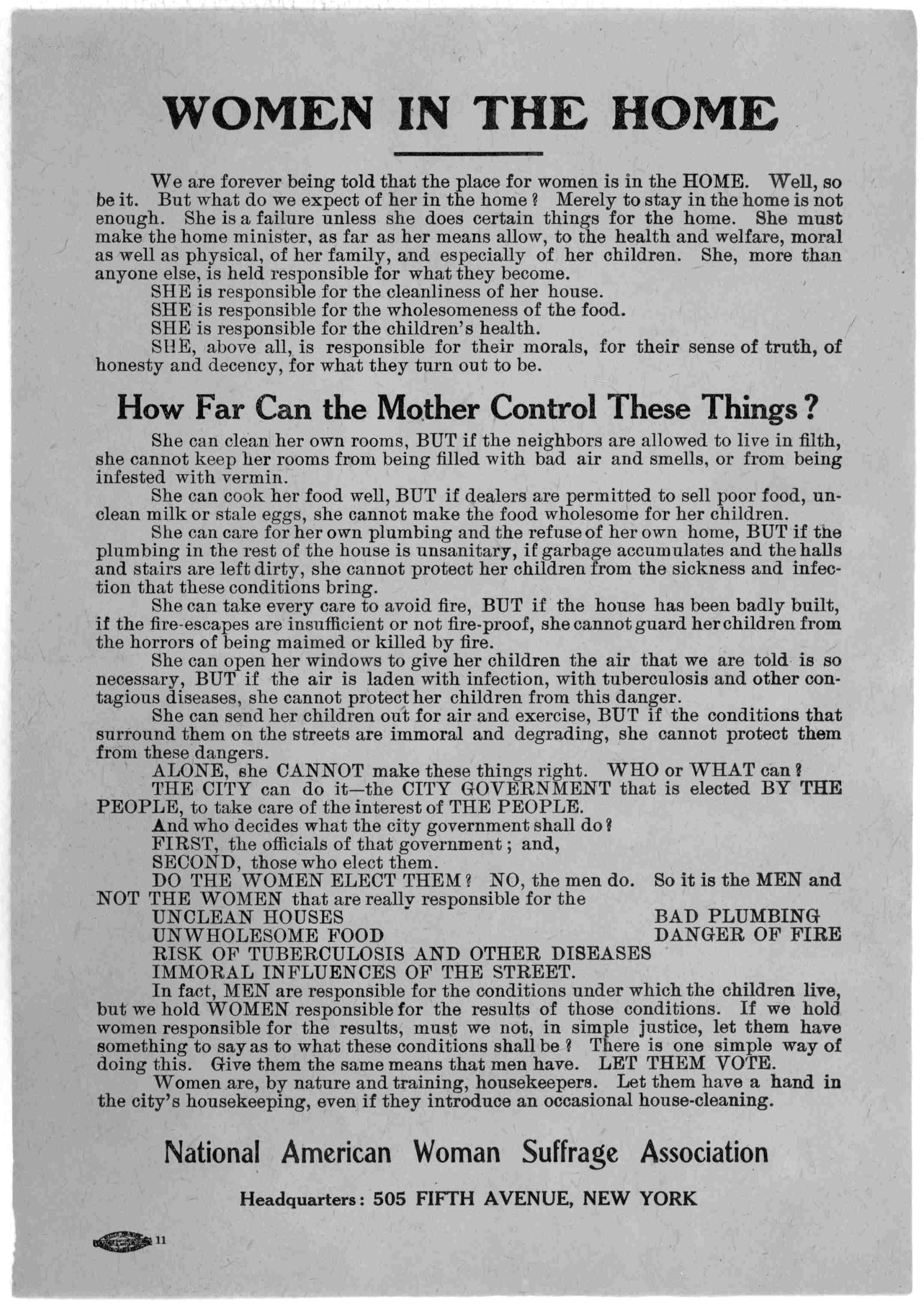
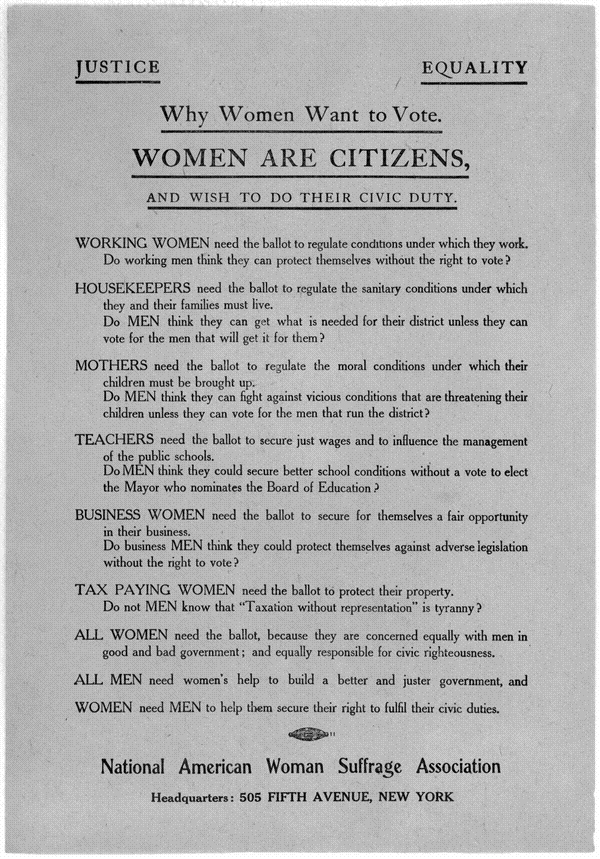
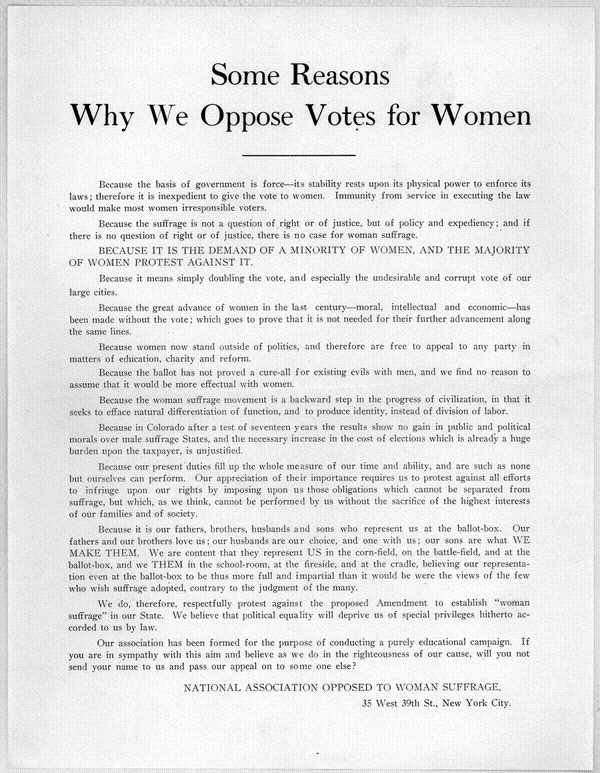
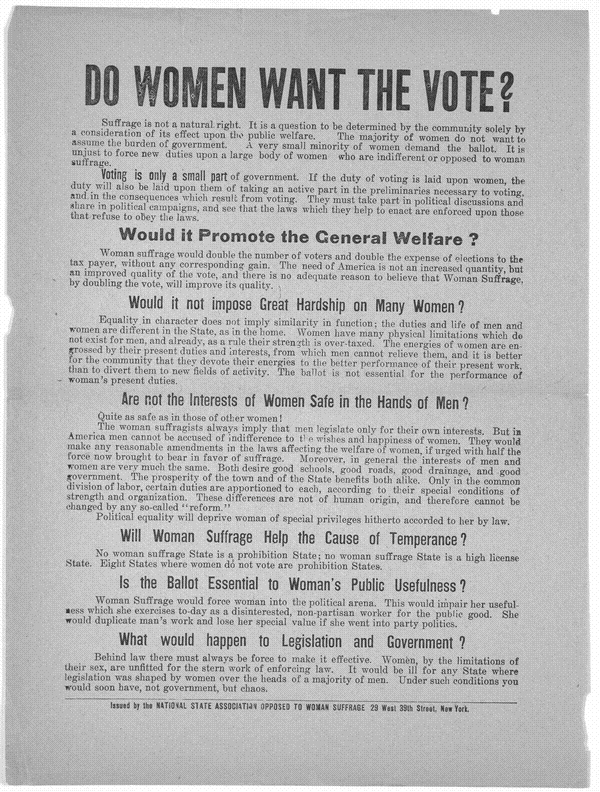
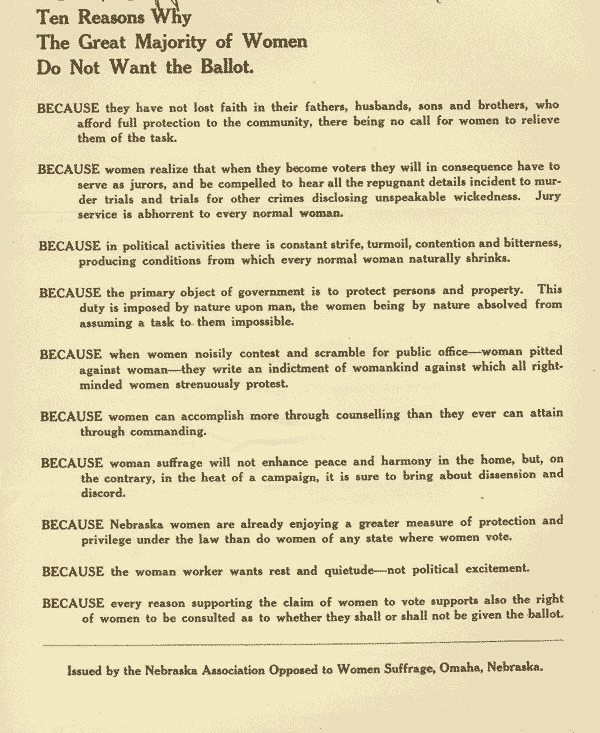
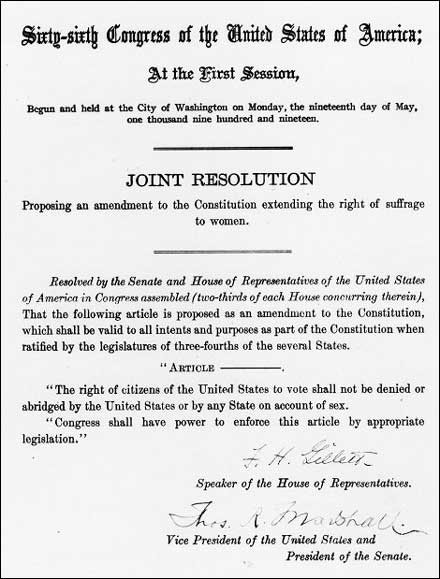
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[](http://memory.loc.gov/rbc/rbpe/rbpe13/rbpe132/13200300/001dr.jpg)

**[](http://memory.loc.gov/rbc/rbpe/rbpe13/rbpe130/1300130c/001dr.jpg)**

**[](http://memory.loc.gov/rbc/rbpe/rbpe13/rbpe130/1300130d/001dr.jpg)**

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* **Day 1:** Divide students into six small groups and distribute documents i-vi (one to each group). Direct each group to examine their document and determine whether it agrees or disagrees with the idea of suffrage. For each document students should also record two points that are logical and two points that are illogical and explain why they feel that way for each point. After the groups have finished analyzing their document and recording their conclusions, they should switch documents with another group. Students will repeat this until each group has looked at all six documents (no less than five minutes per document, no more than ten minutes). Direct a volunteer from each group to report to the class the group's conclusions. Lead a class discussion about the methods behind each piece of propaganda and discuss how it shaped the public perception of women’s suffrage.
* **Day 2:** The date is August 18, 1920 and the location is the State Capital Building in Nashville, Tennessee. The issue? Whether to ratify the proposed 19th Amendment to the Constitution. As students walk into the room, assign them one of three roles – for ratification, against ratification, or undecided. Based on their “persuasion” students with like minded views should sit together. Pass out Documents vii and viii and remind students of how Parliamentary Procedure works and explain the amendment process and remark on how Tennessee decides today will determine if the amendment is ratified (it would be the 36/48 to ratify – 12 states have either voted no or haven’t voted yet). Give the groups a chance to caucus and then turn the class over to the students to debate. Students should refer to their notes from Day 1 in order to create their personas. The two “affiliated” groups should work to convert members of the undecided group as the period goes on. Undecideds should base their affiliation based on the arguments made by the other sides and not their “modern” opinion. The teacher’s role will be to call on different interests in an alternating format to give both sides equal time. At the end of the period, vote.
* **Document i:** Votes for women! The woman's reason. National American Woman Suffrage Association. New York, 1912. <http://hdl.loc.gov/loc.rbc/rbpe.13200400>
* **Document ii:** Women in the home. National American Woman Suffrage Association. New York, 1910. <http://hdl.loc.gov/loc.rbc/rbpe.13200500>
* **Document iii:** Justice. Equality. Why women want to vote. Women are citizens, and wish to do their civic duty. National American Woman Suffrage Association. New York, 1910. <http://hdl.loc.gov/loc.rbc/rbpe.13200300>
* **Document iv:** Some reasons why we oppose votes for women. National Association Opposed to Woman Suffrage. New York, 1894. <http://hdl.loc.gov/loc.rbc/rbpe.1300130c>
* **Document v:** Do want the vote? National State Association Opposed to Woman Suffrage. New York, 1894. <http://hdl.loc.gov/loc.rbc/rbpe.1300130d>
* **Document vi:** Ten Reasons Why the Great Majority of Women Do Not Want the Ballot. Nebraska Association Opposed to Women Suffrage. Omaha, Nebraska. <http://www.nebraskastudies.org/0700/stories/0701_0112_02.html>
* **Document vii:** 19th Amendment to the U.S. Constitution: Women's Right to Vote (1920). <http://www.ourdocuments.gov/doc.php?flash=true&doc=63>
* **Document viii:** Parliamentary Procedure worksheet